

ECON 5560/6560

Gender, Development and Globalization

Class meeting time: T/Th 10.45am – 12.05pm

Room: BEH S 116

Office hours: T/Th 12.30pm – 2pm or by appointment

Instructor: Diksha Arora

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Office: GC 4331

In-person instruction

This class meets in person. It is very important for you to plan on being in class every week. There will be no accommodations made for online/hybrid attendance.

Course overview and objectives

This course examines the gender dimensions of economic problems and development from the perspective of feminist economics. We will focus on understanding and applying a “gender lens” to concrete issues of development, developing a unique set of analytic tools for grappling with the complexities of development questions. To this end, the readings will emphasize theory at the beginning of the course and focus on empirical evidence later in the course, but we will always tie these two aspects together during our time in class.

The main objectives of this course are:

- Assess how gender equity concerns intersect with issues of economic development and environmental sustainability.
- Introduce the parameters of different feminist economics approaches to understanding the links between economics, the environment, and society.
- Develop strong analytical skills (in terms of reading, thinking, and writing).
- Become proficient in library research, use of different databases (such as Google Scholar, Web of Science, JSTOR, ScienceDirect, GenderWatch) and assessing academic versus other sources of knowledge and information production.

Learning Outcomes

Upon completion of the course students can expect to attain gender-aware literacy and skills in several areas including:

- Engage critically in current debates and actions for gender equality and sustainability.
- The facility to interpret economic development policy concerns and debates from a feminist economics perspective.
- A critical perspective and knowledge of how gender matters in development economics.
- The ability to interpret gender-differentiated indicators and descriptive statistics.

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- The ability to evaluate various popular schemes to reduce gender inequalities and promote women's well-being in developing countries in the broader development policy context.
- Gain expertise in one narrow topic in the field through the final paper.

Teaching & Learning Methods

A variety of teaching methods will be used, including traditional in-class lectures, in-class discussion activities, group work and student presentations. Students are expected to be fully engaged and participatory in their own learning throughout the semester.

Readings and other required materials

- **Readings.** All course readings are in the form of articles (journal articles, newspaper articles and book chapters), and they will be made available on Canvas. All readings are required, unless specified as "Recommended reading." We will discuss the readings in class on the day they are listed in the course schedule.
- **Videos.** We will see few videos throughout the course; some will be embedded in the PowerPoints for the course lectures, and others will be stand-alone films/documentaries. Video content will be covered on exams, so you are urged to take notes on their content and subsequent discussion.
- **Lecture Notes.** I will post lecture PowerPoints on Canvas on the day of class.

Coursework, Assignments & Grading

General requirements: Completion of all assignments, group activities, and class participation, in the manner specified is required. It is expected that you will come to each class prepared, that is, having read the assigned material. Reading the material prior to class will allow you to engage more meaningfully during class. Students are expected to participate in the course with class discussions and presentations.

Grading

The following letter grades will be assigned based on the completion of the following course activities:

A = 93-100%	A- = 90-92	B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79%	C = 73-76%	C- = 70-72%	D = 60-69%	F = less than 60%

NO EXTRA CREDIT IS AVAILABLE

Assignments

Assignments and grading rubrics are described in greater detail on Canvas and will be discussed in class.

Attendance (5%): Regular attendance is also of the utmost importance. The purpose of this requirement is to facilitate exposure to the course material through discussions and lectures in class. There are days when things seem out of control, and it can be difficult to get things done. Keeping in mind that we all go through difficult situations, you are allowed to miss a maximum of TWO classes during the semester. However, this is not a daypass to avoid going to the class. It is only permissible in accentuating circumstances, and you are required to inform the instructor if you need to miss a class.

Class participation (5%): Classes will be partly lecture and partly discussion of the readings, on which the lecture is based. I expect you to read the assigned readings before coming to class. EACH STUDENT IS EXPECTED TO PARTICIPATE IN AT LEAST 12 CLASS DISCUSSIONS. Participation may take the form of questions, comments, or answer to a question related to the material being discussed in the class. Questions such as, "Please repeat that," "What is that on the slide," or comments such as "yeah, I agree with this, this is a good example," etc., do NOT COUNT AS PARTICIPATION. For participation, it is important that students engage with the material and/or points being discussed in the class.

IT IS YOUR RESPONSIBILITY TO INFORM THE INSTRUCTOR AFTER THE CLASS SO I CAN GIVE YOU CREDIT.

PLEASE BE RESPECTFUL OF YOUR PEERS AND CONDUCT THE DISCUSSION IN A NON-AGGRESSIVE MANNER.

Group presentations (40%): Student are required to participate in group activities/discussions based on the course material immediately preceding them. Each student group can have max 3 students. For group presentations, students are required to select one paper from the assigned reading list, discuss the main points of the paper with your group members and present a summary of the discussion in class. Students are required to participate in 6 group presentations. This exercise is aimed at creating and sustaining interaction among students, facilitate exchange of ideas among peers, and develop analytical thinking by practicing application of theoretical concepts and knowledge learnt in course readings and lectures.

Final paper proposal (10%) + Final paper (40%): Students can select a topic of their choice for the final paper. However, it should be within the purview of gender and development issues discussed in class. You will submit a short proposal or an abstract outlining the topic and main research questions The proposal is due after the Spring break. The instructor will provide feedback on your topic and research questions to help you with your final paper.

Class Calendar

Week 1	Introduction - Concepts of gender and development <ul style="list-style-type: none">• Class syllabus• Course activities and expectations• Basic Concepts:<ul style="list-style-type: none">○ gender vs sex○ double and triple roles○ economic development vs. growth○ Ends and means of development
Week 2 & 3 & 4	Module 1 – Gender issues as development issues <ul style="list-style-type: none">• History of thought of gender and development<ul style="list-style-type: none">○ Women in development○ Gender and development○ Male bias in development• Men and issues of masculinity in development• Women's empowerment<ul style="list-style-type: none">○ What is empowerment?○ Gender equality and women's empowerment
Week 5 & 6	Module 2: Gender and poverty <ul style="list-style-type: none">• Measuring poverty<ul style="list-style-type: none">○ Unit of analysis: Men/Women or Male-/Female-headed households○ Measurement conundrums: Quantitative, qualitative, and mixed methods• Feminization of poverty• Gendered implications of poverty reduction strategies<ul style="list-style-type: none">○ Conditional cash transfers○ Feminization of responsibility• Gender issues in land and asset ownership<ul style="list-style-type: none">○ Women's land rights○ Land reform and gender asset gap○ Role of globalization in redefining ownership & rights
Week 7 & 8	Module 3: Women in agriculture <ul style="list-style-type: none">• Women's role in agricultural production• Gender-based constraints in agricultural production<ul style="list-style-type: none">○ Inequality in access to resources and labor• Impact of globalization on agriculture & women's roles• Empirical evidence of gender inequality in agriculture<ul style="list-style-type: none">○ Gender gap in agricultural productivity○ Measurement of women's empowerment in agriculture○ Contextual issues in measuring women's empowerment

<p>Week 10 & 11</p>	<p>Module 4: Gender division of labor in the household</p> <ul style="list-style-type: none"> • Gender roles • Unpaid work: Conceptual and measurement issues • Time poverty • Women's decision-making roles in agriculture • He says, she says: Conflict & cooperation in decision-making
<p>Week 12 & 13</p>	<p>Module 5: Women in labor markets</p> <ul style="list-style-type: none"> • Gender inequality in employment <ul style="list-style-type: none"> ○ Gender segregation in labor markets ○ Gender gap in access to good jobs • Impact of globalization <ul style="list-style-type: none"> ○ Global feminization of factory production ○ Globalization, labor standards and women's rights
<p>Week 14 & 15 & 16</p>	<p>Module 6 – Gender and climate crisis</p> <ul style="list-style-type: none"> • Gendered impact of climate change • Women's roles and contribution in climate change adaptation • Alternative issues on gender & development <ul style="list-style-type: none"> ○ <i>Sustainable development</i> ○ <i>Buen Vivir</i> vs. development

Fine Print of the Syllabus

Please review the resources, policies and expectations associated with being a student at the U. Students are expected to speak with instructor ASAP if there is any issue or concern that may impede your ability to fully participate and complete the requirements of the course. We are committed to your success as a student at the University of Utah.

Be Present. Regular attendance and participation in the course is expected. Students are expected to read course materials prior to class, show respect to guest speakers by listening and not being distracted by other devices or activities, and participate in discussions and in-class activities.

Go Online. Students are expected to log-in and access our course webpage (Canvas) and their UMail, regularly and frequently. Most readings and course materials will be posted on our Canvas page. Be sure to check “Announcements” – this is where all course-related announcements will be posted and archived. If you have problems with Canvas, please contact Uonline Help Desk at classhelp@utah.edu or call 801-581-6112 press 2 (M-F 8:00am-5:00pm MST).

Be Respectful. In order to maintain a positive, civil environment for learning, students shall strive to meet the goals described in the University of Utah's Student Code, which states “the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.” Students are also expected to follow general “netiquette” guidelines when interacting online.

Don't Cheat. Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>).

Keep an Open Mind. Some of the readings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking.

Take a Deep Breath - You will be doing group work! One of the assignments in this course will require you to work in groups. Group-work is an essential and important skill, especially as you transition from college and into your next stage of training or career. We suggest that all groups establish clear ground rules for their interactions.

Course Material & Copyright. Course content is made available only for your personal, noncommercial, educational, and scholarly use. You may not use the Content for any other purpose, or distribute, post or make the Content available to others, unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright or other proprietary notices included in the Content. Please see the [Code of Student Rights and Responsibilities](#), Section III.A.5 regarding use and distribution of class Content and materials: Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course.

Drop/Withdrawal Policies. Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U’s [Academic Calendar](#).

Americans with Disabilities Act (ADA). The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access (<https://disability.utah.edu/>), 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

Safety at the U. The University of Utah values the safety of all campus community members.. To report suspicious activity or to request a courtesy escort, contact Campus Police & Department of Public Safety 801-585-COPS (801-585-2677) dps.utah.edu You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu

Wellness at the U. Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah. Please feel welcome to reach out to your instructor or TA to handle issues regarding your coursework. For helpful resources to manage your personal wellness and counseling options, contact: Center for Student Wellness 801-581-7776 wellness.utah.edu

Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil

Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Inclusive Excellence. The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below: *Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.* For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact: Office for Inclusive Excellence, 801-581-4600 inclusive-excellence.utah.edu

Student Success. Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, please reach out to your instructor who can put you in touch with relevant student support services. Check out the following websites to learn more about the resource groups available at the U

- getinvolved.utah.edu/
- studentsuccess.utah.edu/resources/student-support

As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.
